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ABSTRACT

This review identifies and summarizes state and national research and literature dealing with the transition of secondary students from school to work. It is a digest of the printed information available through books, state reports, and national reports; ERIC searches in business, social studies, and education; and surveys and research from the National Center for Research in Vocational Education. The review is organized into five sections, a conclusion, and a bibliography. Section 1 is directed at issues relating to youth unemployment, attitudes, demographics, and values. Section 2 examines the present role of the schools in the transition of youth to the world of work. Related topics are vocational education, reactions to effectiveness of schools, role of schools, and specific programs relating to the topic. In section 3, a brief exploration is made of the needs of business and industry. Issues addressed are skill requirements, attitudinal requirements, business and industry expectations, and the change in skill requirements of business and industry in the United States. Section 4 relates to issues that concern the school of the future, and the last section discusses the partnerships and new relationships that are suggested by the literature. The bibliography contains more than 100 references used for the review. (KC)

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A REVIEW OF THE LITERATURE:
The Transition of Youth from School to Work

By

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FOREWORD

Concern has been expressed over the large number of youth who fail to make a successful transition from school to the world of work and over mounting youth unemployment. The needs of business and industry appear to be outdistancing the ability of secondary schools to perform successfully in their work preparation role. Many business people and educators feel that, unless we start planning now for jobs which will be in demand in 1990, students will not be prepared for work and jobs will not be filled.

It has been, and will continue to be, a policy goal of my administration that every young person should leave high school with the basic academic and job skills needed to become self-sustaining in the world of work. Moreover, while I am deeply concerned about the high unemployment rate, I am equally concerned about the growing mismatch between the skills of the young worker and the changing skill needs of business and industry.

The Department of Public Instruction and The Parker Pen Company, through the Parker Fund of the Janesville Foundation, have taken a necessary first step in planning for the improvement of the work preparation role of Wisconsin's secondary schools. Together we have introduced to Wisconsin the first state level business and education partnership which goes beyond an advisory committee role. This partnership has potential statewide impact on vocational education in secondary schools.

Approximately two-thirds of all young people enter full-time employment at or before the completion of high school. The public schools have the obligation to help assure that these young people can fill the available jobs and make a successful transition from school to the world of work. Secondary schools need to address the concerns of business and the changes in the labor market. From these needs spring the goals of the Parker Project.

Phase I of the project, beginning in December of 1981, was designed to provide the information base necessary to enhance understanding of the present performance of secondary schools, to project future vocational and occupational needs of business, and to support planning and decision-making about needed changes. At that time an information base did not exist upon which an accurate assessment could be made of our secondary schools' capacity to meet the needs of business, students, and society in 1990 and 2000.

This information base of Phase I includes Wisconsin data already collected and available and new data where current information is lacking. Five separate efforts are incorporated into the final report of Phase I. A Review of the Literature (#1) is designed to fulfill the need to identify and summarize other state and national research and literature dealing with the transition of the secondary student from school to the world of work. The Stout Analysis of Wisconsin Data (#2) focuses on the role of secondary schools in preparing youth for the world of work. The statewide Business and Education Survey (#3), mailed to 2,500 Wisconsin businesses, focuses on employer and employee perceptions of high school work preparation as related to current and future needs. Four Interpretive Essays (#4) is an effort to have the Stout and survey data interpreted by representatives from labor, business, and vocational education. Models of Business Education Partnerships (#5) identifies and describes business and education linkages, cooperative arrangements, and partnerships. The Summary of Phase I: What Is (#6) provides information from each of the five products.

This examination of the current role of secondary schools in Wisconsin and the needs of business and industry was an essential first step in planning for improvement in the role of our secondary schools in the preparation of youth for the world of work.

The six products of Phase I will be disseminated to business groups, educators, secondary schools, the VTAE system, colleges and universities, community and civic organizations, labor, and other policy and decision makers. The planning and goal-setting for Phase II cannot be accomplished until there is an understanding of the current perceptions and practices in Wisconsin.

Phase II began in April of 1983 and is designed to provide a forum for the determination of "What Should Be" for secondary education. The assessment of Wisconsin secondary schools and vocational programs and policy planning and recommendations will be the result of this phase.

An initial step in Phase II is A Futures Symposium - Youth, Work and Economic Productivity: Wisconsin at Risk, planned for the fall of 1983 to generate futures thinking and goal-setting and to create a consensus on the role of secondary schools in preparing youth for the world of work and for economic productivity. People from labor, business, education, and government who are knowledgeable about trends, changes and needs of the future will be selected for this planning process. State and regional futures conferences will bring the same groups and decision makers together, late in 1983 and 1984, to hear futures speakers and address the future of secondary education, vocational education, business and education partnerships, economic development, and the effects of technology, statewide and regionally, on preparing youth for the world of work.

Phase III, the concluding phase of the Project, will review state policy initiatives, expert thinking and secondary school assessment; and lead to policy development, review, approval and ultimate implementation.

While the Parker Project is addressing the transition of the secondary student from school to work, several factors cause a sense of urgency. First, the public is concerned about the role of education in general. Questions about the quality of education have brought about an apparent crisis of confidence in public schools. Second, the challenges, problems, and opportunities facing our society suggest that the end of the 20th Century will be a period of dramatic change in business, industry, and society. Secondary schools and vocational education will need to keep abreast of these changes if Wisconsin's economy is to keep growing and remain competitive.

Our young people belong in school. With a more meaningful education brought about through the relevance of academic learning to the world of work, more young people will choose to remain in secondary schools. The schools of the future, I believe, will need to stress the basic skills to build the intellectual base needed for future job retraining and changes in employment demands. The schools will need to provide young people with the knowledge that will help them to better understand the needs of their work place and their communities.

Through the Parker Project, we intend to identify the needs of the students, industry, and education and bring them all together into a cooperative working relationship that can enhance the lives of our young people, provide for a more stable, productive state economy through a better prepared labor force, and help insure a more knowledgeable, optimistic, and aware citizenry.

Personally, I am optimistic about the future productivity of our state economy and the future role of our secondary schools in effecting a transition of youth from school to the world of work. The Parker Project is central to this effort and the cooperation and leadership of George Parker, chairman of the board of The Parker Pen Company, has been crucial. Our youth, educators, business and industry, and I are indebted to him. Indeed, we hope this example of leadership is only a beginning for a long and fruitful partnership of education and business and industry in the years to come.

Herbert J. Grover
State Superintendent of Public
Instruction
September, 1983

INTRODUCTION

This Review of the Literature is designed to fulfill a need to identify and summarize other state and national research and literature dealing with the transition of the secondary student from school to the world of work. Specifically, this Review is a popularly written, themed digest of the printed information available through books, state reports, and national reports; ERIC searches in business, social studies, and education, and surveys and research from the National Center for Research in Vocational Education in Columbus, Ohio. The Business and Education Survey results, the UW-Stout data, and the 1978-82 Wisconsin VEDS (Vocational Education Data System) data has purposely been omitted and will be dealt with in later volumes.

A variety of audiences will find this Review helpful; business and industry leaders, teachers, guidance counselors, vocational education personnel, school administrators, and school-community advisory committees. The review will indicate to these audiences the difficult nature of arriving at a concensus regarding the problem, its scope, and its remedies.

The Review is organized to suggest to the reader several ways in which the transition of youth from school to work has been addressed. It is divided into five sections, a conclusion, and a bibliography. Each section includes introductory and summary paragraphs.

- Section One is directed at issues relating to youth unemployment, attitudes, demographics, and values.

- Section Two examines the present role of the schools and the role of those institutions in the transition of youth to the world of work. Related topics are vocational education, reactions to effectiveness of schools, role of schools, and specific programs relating to the topic.

- Section Three is a brief exploration of the needs of business and industry in relationship to the topic. Issues addressed are skill requirements, attitudinal requirements, business and industry expectations, and the change in skill requirements of business and industry in the United States.

- Section Four relates to issues which address the school of the future.

- Section Five discusses the partnerships and new relationships which are strongly suggested by the literature.

- The Bibliography contains over one hundred references utilized for the purposes of this Review of the Literature.

Conclusions regarding the transition of youth from school to work are difficult to draw from a literature review. Not all educators agree on the scope of the problem or its nature. Career education personnel differ in their views from classical education theorists. Problems and resolutions differ from one part of the country to another or from urban to rural geographic areas.

This review is intended not to be either a conclusive or comprehensive discussion, but is written to assist the reader in exploring the scope of the topic. The bibliography will provide a more extensive opportunity for additional reading, research, and study.

Charlotte M. Oinonen
Director, Parker Project
March, 1983

SECTION I: THE STUDENT

Reasons for Youth Unemployment

The problem of the transition of youth from school to the world of work is not easily narrowed or defined to one or two specific causes. It is a concern of schools, employers, youth, and parents. It is a problem not unique to the United States, but it is a demonstrated concern in all industrialized countries (Reubens, 1979).

The reasons contributing to the difficulty of youth in the transition to the world of work are several (Youthwork, 1982):

- Deficiency in basic skill development
- Lack of work experience, job keeping, job seeking skills
- Shortage of job opportunities
- Racial discrimination
- Age discrimination
- Technological revolution in the workplace
- Jobs and youth in different geographical areas
- Expanding number of youthful workers and disadvantaged minority youth as a percentage of all youth
- Lack of jobs paying well and providing opportunities for mobility
- Restrictions imposed by protective labor laws
- Breakdown in and fragmentation of social institutions, including the family.

Other reasons listed for the unemployment problem traceable to the transition from school to work include functional unemployment, lack of relevant labor market information, a deficit of job-specific skills, and poor interpersonal skills (Greenwood, 1981). The changing age structure of American society, the rise in labor force participation among groups that compete with youth (women, legal

and illegal migrants), the "floundering period" of adolescence, and the constraints of school attendance on the type of jobs available are factors which also contribute to the problem (Lewin-Epstein, 1981).

Whether or not a crisis does exist in the school to work transition is being debated in the literature. Some feel the problem is simply indicative of a stage through which youth have historically passed and will continue to pass (Passmore, 1981; Ginzberg, 1980). Other sources dramatically cite the critical nature of the problem and the need to respond (King, 1980; The Vice President's Task Force, 1980).

The Scope of Youth Unemployment

While the purposes of this study are to review the transition of youth from school to work, a brief discussion of youth unemployment is needed to complete the picture of the problem.

As has been cited, a disagreement exists as to the scope and nature of unemployment problems of youth. One author suggests that youth unemployment is a myth, that there has always been high youth unemployment, and that youth unemployment has not been and is not at present a serious economic or social problem since the labor market has shown considerable flexibility in accommodating the vastly enlarged number of young people ready to work (Ginzberg, 1980). Another argues that discussions of youth joblessness that cite the youth unemployment rate as the sole measure, probably state improperly the extent of youth joblessness that may be important for policy and practice (Passmore, 1981). A 1981 study by the National Opinion Research Center indicated that unemployment is common among high school students and seems to be an integral part of adolescence (Lewin-Epstein, 1981).

Contrary views are expressed. A report of the Vice President's Task Force on Youth Unemployment notes, "The problem of youth unemployment could get worse, leading to the paradox . . . (of) fewer young people in the '80s, but more young people will have a hard time finding jobs." (The Vice President's Task Force, 1980). Other studies indicate that youth unemployment over the past 30 years has been between one and a half and nine times as large as the general unemployment rate (Passmore, 1981).

In December, 1979, the overall unemployment rate was 5.9 percent. At the same time, however, 16 percent of youth 16-19 years old were unemployed. At this time, 34.3 percent of non-white youth were unemployed (Passmore). The percentages for minorities, young women, youth from poor families and dropouts are of particular concern.

The Student and the School

The unemployment rate for high school dropouts is 2 to 3 times as high as the rate for high school graduates. The 1979 Vice President's Task Force report indicates that the number of employers who require a high school diploma for entry level jobs will increase dramatically in the 80's.

Dropouts do not do well in landing jobs. A 1979 study indicates that while earning differences between graduates and dropouts were not pronounced immediately after leaving school, the difference became significant over time. All graduates, except black females, enjoyed greater immunity to unemployment than dropouts (King, 1978). A 1980 survey of 16-24 year old school dropouts showed an unemployment rate of 25.3 percent for those surveyed. For dropouts who were black, the unemployment rate was 44 percent (Wisconsin Youth, Work and the Economy, 198.).

Persons who were high school seniors in 1972 were asked in 1979 how their schooling related to their current work experiences. About one-half of those surveyed considered their education a wise choice. That same number said they were able to apply most of their school learning on the job. Over 53 percent of the respondents reported a need for more schooling, while 38 percent responded that they did not need further education (Herrnstadt, 1979).

The aspect of high school where students were most likely to indicate strong agreement was that students should have placed more emphasis on vocational/technical programs (Herrnstadt, 1979).

That youths desire assistance in coping with the school to work transition is indicated in a 1979 survey of high school seniors. In this survey nearly one-half of the respondents indicated a need for job placement and career related counseling (General Report of the 1979 Wisconsin Senior Survey, 1979).

Compounding the schooling problems for youth is a report that high school graduation is no guarantee of literacy. The U.S. Army reports that, although a higher proportion of high school graduates comprise the ranks of the all-volunteer army, an increasing percentage of these volunteers are not literate (Estelberg, et. al, 1982). At one Illinois utility, 60 percent of the applicants fail the employment exam, as do 90 percent of those seeking employment at the major employer in the Hartford, Connecticut area. Many employers feel that the high school diploma is not a good indicator of the skills of job applicants (The Vice President's Task Force, 1980).

The Student and the World of Work

One area which is seen with some consistency from the literature review is the problem of youth attitudes toward work. A 1978 study revealed that 78.2 percent of the Youth Opportunity Counselors surveyed indicated that personality problems were a factor in the ability of youth to adjust to the work world. More specifically, 72 percent mentioned job seeking and/or on-the-job behavior as a major problem (Greenwood, 1981). The perceptions of business and industry personnel in Section III also indicate a growing concern that attitudes of youth toward work are increasingly problematic.

Yet, in spite of poor attitudes relating to work attendance, relationships with co-workers and superiors, and workmanship, high school students in general do want to work and are willing to accept a job that pays less than the average earned wage (Herrnstadt, 1979).

On the positive side, a survey of relevant literature indicates that work is still central to the lives of youth and that there appears to be emerging a new work ethic characterized by greater demands for work to provide personal satisfaction and social benefits. The intrinsic benefits of work are cited by several authors as being extremely high on the list of work expectation priorities (Barton, et. al, 1980).

Work experience is a valuable key for the successful transition of youth from school to work (Lewin-Epstein, 1981). "In spite of the hurdles that some must sometimes overcome to secure employment, it is likely that their work experience during high school enables them to make the transition into the adult world of work with more competence (Herrnstadt, 1979, p. 244).

In 1980, over one-half of high school sophomores and three-fourths of high school seniors were participating in the work force while in school. Males participated at a higher rate than females; vocational education students participated at a higher rate than college preparatory students (Herrnstadt, 1979). The specific skills needed for a successful work experience and other needs of business and industry are discussed in Section III.

Where do youth work? A 1980 Wisconsin study indicated that a majority of jobs for youth are service-related. These jobs were in the retail trade which comprised "eating and drinking" establishments, and in retail stores such as supermarkets, drug stores and discount stores. Youth find seasonal work in food processing and in recreational facilities. Health care facilities and government programs account for other youth jobs. Jobs for youth are found less often in manufacturing plants, financial institutions and insurance companies, construction crews, transportation/trucking companies and public utilities (Wisconsin Youth, Work and the Economy, 1981).

Disadvantaged Youth in the Labor Market

Groups experiencing a disproportionate share of difficulties in the school to work transition are young women, minorities, and youth from poor families. Studies have indicated that youth from poor families enter the labor market at lower levels than their peers. The total number of young people ages 16-21 who are classified as disadvantaged or "at-risk" will continue to number 4 million of the close to 9 million youths between the ages of 16-21 (The Vice President's Task Force, 1980).

While the unemployment rate for youth far surpasses that of the adult population, disadvantaged youth are at a particular crisis point in the transition from school to work. Although considerable resources have been developed to assist in the transition of the disadvantaged, the problems remain acute (Vocationally at Risk Youth, 1981; Handbook for the Implementation, 1981; Johnson, 1980; Winkfield, et. al, 1980).

Section Conclusion

The problem of youth entry into the labor force is different from that of adults. Youth cope with different institutions, with different types of discrimination,

and perhaps most importantly, with a lack of work experience. Youth unemployment, while historically a higher percentage of the labor force than that of adults, continues to frustrate youth, parents, educational institutions, employers, and government agencies.

Youth employment is not just related to jobs. It involves education, family status and developmental patterns. The problems of youth and the transition from school to work are intertwined with economic changes, welfare problems, illegitimacy, drug abuse, inadequate schools, declining cities, and almost every other social pathology (Barton et. al, 1980).

The varied impact of each of these concerns on the transition of youth from school to work will continue to call forth new levels of partnerships, cooperation, and creative programming.

SECTION II: THE ROLE OF THE SCHOOL

The school continues to receive criticism from many elements of society for the lack of basic skills of youth which are essential for the successful entry of youth into the world of work. However, the complex nature of the successful transition of youth will become more evident throughout this literature review.

This section includes discussion on suggested roles for K-12 educational institutions, reactions to schooling, career and vocational education.

Roles for K-12 Educational Institutions

Expectations for schools are numerous and complex. Various special interest groups have perceptions of what the role of the school should be. From the viewpoint of the transition of youth from school to work, schools play an important part. Present roles include the following: in-school efforts to improve student awareness of occupational choices and the labor market; the development of basic employability skills demanded in the labor market; mediating where severe educational and behavioral problems act as barriers to employment; providing help in securing and successfully navigating labor market entry; and, in some instances, offering first work experiences (Taggart, 1981).

Other factors have also been indentified as appropriate roles for schools if the school institution is to be effective in the transition of youth to the world of work. First, the professional staff needs to be involved and supportive. Schools need clear goals and strong leadership from the principal and from the teaching staff who share in the total learning of the student, discipline codes, course offerings, career planning, and evaluation. Second, the teaching of basic skills is essential. Third, efforts to prepare students for employment should begin early and remain consistent throughout the secondary school years. Fourth, resources of the community need to be involved in the learning process. Fifth, alternatives to traditional classrooms need to be available for the non-traditional student. Sixth, work and school need to be mixed. Seventh, discipline and order need to be maintained. Eighth, everyone should be held accountable. Regarding the latter concept, the Vice President's Task Force on Youth Unemployment responds: "Unless our young people are held to account for what we expect of them, they will not learn. Unless teachers are somehow accountable for educational progress, we cannot expect quality to improve. Unless schools are held accountable to the community around them for their unique responsibility, we cannot expect the community to support what goes on inside their walls." (The Vice President's Task Force, 1980, p. 25).

The role of schools in providing knowledge of occupations and labor markets is deemed important by students. Of those surveyed in the 1979 Wisconsin Senior Survey, 40.1 percent agreed that more job finding preparation is needed from high schools (Wisconsin Senior Survey, 1979). Several models have been developed which assist guidance personnel in working with students regarding the transition to work. Models include planning guides, practices for job development, and models for working with disadvantaged youth (Johnson, 1979; Johnson, Ho, and Shellberg, 1980; Winkfield, 1980).

Reactions to Schooling

Students react to schooling efforts in a variety of ways. In several studies students have indicated positive feelings in terms of the adequacy of school preparation for subsequent education or occupation (Wisconsin, 1977). A 1982 Milwaukee, Wisconsin, follow-up study of high school specialty graduates indicates that students felt school programs gave direction for post high school education and job entry. Respondents also indicated that their high school education gave them skills, knowledge, and self-confidence (Bortin, 1982).

Those who offer support for school programs are generally those who suggest that schools do not provide adequately for youth in the transition to the world of work (Barton and Frazer, 1980). One description compares schools with the organizations of work. The work of schools is scheduled, controlled, supervised, and evaluated by authorities of the school in much the same way as work is organized at most places of employment. In both settings, there are pressures to do what is necessary to get ahead. (Faddis, 1980, p. 17).

While critics accuse schools for the inadequate basic skill development of youth, some writers claim that the schools do not and cannot provide a complete environment for youth education. These authors suggest that the problem is one of a society at large, and that attitudes of more institutions than the schools influence youth behavior, education, and attitude development (Barton and Frazer, 1980).

Career and Vocational Education

The success of the role of career and vocational education in helping to meet the labor needs of business and industry is mixed in terms of responses from the review of literature. One of the problems in determining the role of vocational education has been the inability to adequately and consistently evaluate vocational education from a business perspective. Guides have been developed to provide assistance in this area (Franchak, 1981).

Several studies have reported that vocational education helps keep students in school. "Many of the more effective programs for dropout prevention have their roots in vocational education, particularly those programs with a work experience component," said Dr. Herbert Grover, Wisconsin Superintendent of Public Instruction (Wisconsin Vocational Educator, 1981). Evidence indicates that vocational education programs promote school attendance and increase the chances for student graduation from high school by developing academic and general human capital skills, by promoting good work habits, and by

operating as an information and reference system for employees (Barryman, 1980). Vocational education has also been seen as a vehicle to facilitate basic learning of numbers, reading and abstract thinking (Ginzberg, 1980).

Other studies are inconclusive regarding the affects of vocational education. A 1980 National Center for Research in Vocational Education study on the effects of participating in vocational education programs revealed that a higher percentage of vocational graduates are employed upon graduation from high school, but also that no significant difference was found between the unemployment rates for vocational and non-vocational students (Mertens and others, 1980).

While vocational and career education has been shown to affect in-school attitudes of youth, post school experiences of youth participating in secondary vocational education programs have not indicated particular success. A 1979 Massachusetts study revealed that in general, the successes of graduates from cooperative vocational programs were not significantly greater than those of graduates from other programs. Irrespective of the high school program, the amount of work experience during high school years was a significant factor leading to success in the transition from school to the labor market (Herrnstadt, 1979).

The lack of conclusive evidence on the effects of vocational education would suggest that more study be conducted in this area (Merten and others, 1980). This conclusion is even more significant given the perception that vocational education is an important link between schools and work and that vocational education is perceived as the one program which might most effectively cope with the transition from school to work.

Section Conclusion

A review of the literature suggests that the responsibility for youth transition to work has been placed on the school. Those perceptions have limited the role of other significant societal institutions in coping with the problem. Only in a shared partnership can schools narrow this focus to do adequately what they can best do in terms of anchoring students with sound basic employability skills.

While a large percentage of students participate in post-secondary education, schools must not neglect their responsibility in equipping those persons - many of whom will be entrepreneurs in their own right - who do not intend to pursue further education beyond high school.

Vocational education itself has high demands placed on its role in the school/work connection. More study is needed to determine the significant effects of vocational education on its participants.

SECTION III: THE NEEDS OF BUSINESS AND INDUSTRY

A review of the literature regarding the concerns of business and industry with the transition of youth from school to work can be discussed through the examination of several themes: presently needed skills, attitudes, work experience, and changing skill requirements for the future. The literature review for this section includes position statements by educators and corporation executives, national and regional studies, and journal articles and papers.

The literature review indicates that business and industry is relatively clear and consistent in its concern for the school to work connection. The strengthening of basic skills, the sharpening of healthy attitudes relating to the world of work, and practical experience were frequently mentioned areas of concern (Recognizing Learning Outcomes, 1982).

Basic Skills

Basic skills most often mentioned are those closely related to the areas of mathematics, science, and communications. Employers desire less in the areas of math and science than they do in the areas of listening, speaking and writing. With basic communication skills, employers feel youth can then be trained on the job for the specific tasks which are to be accomplished.

Employers prefer to train their own personnel. Schools are perceived as the vehicle through which youth receive the broad and basic attitudes necessary to be trainable. Those broad basics include basic math problem solving, a basic understanding of the physical sciences, an ability to communicate effectively with the written word. A 1979 Wisconsin Department of Public Instruction study of 713 employers listed the basics of adding, subtracting, multiplying and dividing whole numbers and decimals, and counting money and making change as being skills necessary in the area of mathematics. A 1982 report "Building Milwaukee's Labor Force" prepared for then Congressman Henry S. Reuss, however, also indicated that mathematical and logical skills will be increasingly important. The survey of employers for the study indicated that while mechanical skills are adequate, math and written language skills are very deficient. Spoken language skills were described as "tolerable" (Schwartz, 1982).

Understanding standard written English and following directions were seen as key elements in the area of communication skills.

Deemed of more importance than these skills, however, were listening and understanding skills which would enable a person to be trained while on the job. The Wisconsin study indicated that most employers preferred listening as a skill area of job performance to reading, writing, speaking, and mathematics, in that order (Kauffman, 1979).

At a convention of the National Association of State Boards of Education in 1981, the chairman of a corporation stated, "What I need are workers who are fundamentally literate - who can read, write, do arithmetic and algebra, and who have a more or less common base of knowledge. Above all, I need employees who are flexible, who have learned how to learn, who have the capacity for independent thought, and the potential for leadership" (Byrom, 1981).

Attitudes

Attitudinal concerns are to many employers much more of a critical issue than are the basic academic skills. Dependability, responsibility, and ability to follow through were often mentioned desirable traits. Punctuality, ability to relate well with co-workers, and the willingness to be trained and follow directions were additional attitudes desired by employers (Barton, 1980; Buey, 1981; Lewin-Epstein, 1981; School-to-Work Transition, 1980; Kauffman, 1979; Walberg, 1975).

The 1982 Milwaukee report to Congressman Reuss also revealed that work attitudes are more deficient than actual mechanical, reading, writing, or spoken skills (Schwartz, 1982).

Work Experience

The importance of work experience to employers cannot be overstated. In terms of hirability, employers first look at work history. Holding a job while in high school does not result in reduced post-school rates of joblessness for youth who do not later attend college. However, employers are concerned that the student come to the job with practical experience, have a good knowledge of what the job entails, and have pride in the quality of work performed. The experience of having responsibility for a set of tasks, associating with adults, learning certain skills, earning money, and learning to manage it may all be an important part of growing up and a necessary condition for a smooth transition to adulthood (Lewin-Epstein, 1981).

Changing Skill Requirements for the Future

The rapidly changing computer/information age has brought with it changes in specific job skill requirements of business and industry. A 1979 report from the Institute for Research on Educational Finance and Governance concludes that the distribution of job skills within the U.S. economy apparently narrowed from 1960 to 1976. A decrease was noted in the percentage of jobs requiring the highest level of skills. The study also indicated that the general skill requirement of jobs changed little from 1960 to 1966 (Rumberger, 1979).

At the same time, some would argue that the suggestion of Rumberger is insufficient for the future labor force and employers. Said the 1982 report on the Milwaukee Labor Force, "A shift is noted in Milwaukee from traditional blue-collar work towards high technology manufacturing which will challenge education and training institutions" (Schwartz, 1982).

A major article in Newsweek (October, 1982) suggests that jobs of the future will be related to the "information age." Those jobs are related to computers, robots, and biotechnology. Other areas listed as being in demand in the future include those jobs dealing with human and ecological conservation. In the human realm, these jobs include those primarily in the health care field, specifically in the area of geriatrics. In the ecological field, the job areas in need include those dealing with solar energy and waste disposal. The same Newsweek article also reported the jobs which are presently in need and which will continue to attract workers in the future. Those job areas include petroleum engineering, law, banking, and medicine.

Blue collar workers will continue to give way to white. The United States Department of Labor estimates that a total of 66.4 million new jobs will open between 1978-1990. Of that total 49 million will be white collar and service jobs, while only 16.2 million will be blue collar positions. (Kauffman, 1979).

Due to the rapid change in technology, jobs in the future will be available which at the present time are unheard of. W. Claude Helms, Jr., President of Occupational Forecasting, Inc., explains, "There are jobs out there that no one has ever heard of. The whole complex notion about our occupational infrastructure is obsolete. Everyone knows what a "sunrise" industry is. But what are the new sunrise occupations? We are only beginning to identify them. And until we do we can't train for them, or even advertise for them." (Newsweek, October 18, 1982).

Section Conclusion

Employers are most concerned not about whether young people have been extensively trained for specific jobs, but whether or not those young people can add, subtract, read, and write. Attitudes at the work place relating to getting along with others, pride in one's work, and willingness to follow directions are similarly important from the perception of the employer.

Business and industry personnel continue to offer service to education. Section V explores the concept of partnership between the two domains.

SECTION IV: THE SCHOOL OF THE FUTURE

Strong divisions mark the opinions regarding the role of the school of the future in the transition of youth from school to work. Proponents of a liberal arts general education suggest that youth need to be prepared for functioning capably in public and private life, and that vocational training inhibits this opportunity and should be abandoned (Grubb, 1978; Varner, 1980).

Other arguments suggest that the academic and vocational dichotomy be replaced with a program of "functional education" which combines the forces of schools, colleges, and businesses to provide more flexible and realistic training for youth (Veliotis, 1981).

Yet others insist that schools have been slow to change directions and that modern education remains class and culture bound in terms of ideas about work and schooling and does not consider strong cultural, social, and ethnic realities (Edison, 1979).

That schools should provide employability skills rather than entry level job skills is yet another role expectation by some of the public schools. These writers suggest that businesses desire to train their own personnel, and that the role of the school should be to provide only those basic academic and attitudinal skills needed in order for youth to be employable (Hoyt, 1978).

On the other hand, proponents of career education argue for the need for additional support for up to date technological equipment and programs to meet youth employment needs (Ruff, 1981; Evans, 1981).

Demographics

Demographic changes will have substantial impact to be considered in the schools of the future. Trends suggest that the present decline in school populations will level and possibly reverse its course.

If schools are to adequately assist students in the transition to work, educators and school governing boards must know something about the future plans of their students. A 1982 study of youth indicated that 71 percent of secondary school graduates planned to participate in some form of post secondary education with the remaining percentage divided between military service, travel, full-time work, or full-time homemaking activities. The data suggest that schools of the future will need to put a premium on preparing students for future education

(Campbell, 1982). Other studies do not indicate that same level of post secondary involvement on behalf of high school youth. A 1979 Wisconsin Senior Survey indicated that of those polled, 56 percent planned to seek post secondary education of some type while 32 percent planned to enter full-time work (General Report of the 1979 Wisconsin Senior Survey, 1979). Both reports polled students who had participated in all aspects of high school programming, without distinguishing between vocational career education, general education, or college preparatory work. Thus secondary vocational education should not be seen as a vocational dead-end for students (Campbell, 1982).

Challenges

Several challenges face schools in the future as program needs are debated for the transition of youth from school to work. These challenges involve curriculum change, adaptability, the disadvantaged, professional staff, the role of vocational education, and partnerships with business and industry.

Because of the rapid change taking place in the information-communication age of which society is now a part, the workers of the 1980s will have to adjust to the probability of having a minimum of two or three basic changes in job or career. To provide youth with the appropriate coping skills to deal with job changes will be a major role of the schools of the future. "Education is linked to the total adaptiveness of the American Way of Life" (Faddis, 1980, p. 1).

Gold has suggested that schools of the future face two sources of pressure on traditional education systems, the "demand for quality performance by educational institutions in preparing graduates for labor market entry, and direct competition for the time and interests of out of school youth and adult learners" (Gold, 1981, p. 1). The latter demand focuses on the necessary change in traditional school structure and curriculum to deal with the needs of the non-traditional student. A 1981 World Conference on Cooperative Education suggests the nine month school year with three months of vacation will not be appropriate for the school of the future in assisting non-traditional youth. Other studies indicate a need for schools to change program design. Perhaps programs should be geared to competencies rather than timelines (Christian, 1982).

Other factors which imply need for curriculum changes will include: "new programs for changing technological needs, training for disadvantaged groups, and the cooperation between business and education" (Lewis and Russell, 1980).

Schools of the future will also need to face the challenge of teaching employability skills. Those skills include making students aware of relationships between finding a job and conducting an active, well planned job search; demonstrating that applying for a job can be easier and more successful if one is prepared for it; and illustrating that work habits are as important as technical job skills in keeping a job.

Should a movement to break up the present life patterns which make education synonymous with youth, work with adulthood and retirement with old age actually take hold, there could be a wide range of implications for the schools. Cooperative education and other school and work combinations would become popular in high school (Wegmann, 1979).

Emphasis for the Future

Several authors have suggested emphases for the schools of the future. Barton has indicated twelve characteristics which will best serve young people from the perspective of the school: (1) basic education (improvement in functional literacy); (2) dropout prevention; (3) integrating the classroom and the work place; (4) combining career and academic education; (5) providing career information, counseling, and placement; (6) vocational education; (7) providing multiple options; (8) effective and coping skills/values and habits related to work; (9) job seeking skills; (10) differential skill training; (11) heterogeneous grouping; and (12) community support. Thus, a pluralistic program will be seen as best in assisting youth in the school to work transition. In the words of Barton, programs will consist of a "variety of foci, loci, and timelines to satisfy the needs of all (Barton, 1980, p. 29).

Quarles and Hannenberg, in the chapter, "Meeting the Challenges of Unemployed Youth" (Christian, 1982) make additional suggestions for schools of the future. As has been previously mentioned, the need for schools to change with economic and cultural shifts is vital. Quarles and Hannenberg begin their assessment with the statement that (1) Appropriate adjustments in the instructional system must be made to achieve compatibility; (2) Shrinking job markets for unskilled entrants will place increased responsibility on schools to ensure that students pursue and achieve higher levels of skill competencies; (3) Schools need to be advocates for victims of discrimination; (4) Schools need to acknowledge employer dissatisfaction in such vital areas as communication skills, computational skills, and attitudinal modes.

Studies of business and industry needs indicate that the jobs of tomorrow are at present unknown, let alone the skills needed to perform those jobs. Therefore, a goal of schools should be to enable youth to leave the schools with a broad based general understanding of basics that will enable them to be ready to take new jobs as they are created.

Section Conclusion

Clearly the role of the schools will become compounded as the diversity of job skills and youth needs increase. To be able to cope with change, to be able to provide sound basic education, and to be able to establish working partnerships with business and industry will be critical if the schools of the future are going to appropriately cope with youth and work needs of 1990 and 2000.

SECTION V: NEW ROLES AND RELATIONSHIPS

As the needs of business and industry continue to change at a rapid pace, new and continued relationships between schools, business and industry will be critical in the smooth transition of youth from school to work. The shift to an information-based society and labor market, advances in high technology, demographic changes due to the babyboom generation born between the years 1945 and 1963, a rise in educational requirements, new market areas in the South and Southwest, and more women and minorities in the workforce will challenge the successful transition for youth from school to work unless new roles and relationships between business and industry, education, and government are developed (Clark, 1976).

The opportunity for those new relationships has been created by a growth in human resource perspectives among institutions and an interest in the lifelong learning perspective by educational institutions. Four basic functions link education and work institutions: (1) learning experience and service, (2) flow of human resources, (3) new ideas and products, and (4) strategy developments (Gold, 1981).

A tendency exists in which categorizations are made of skills needed by youth and those responsible for filling those needs. Traditionally, skills dealing with job values and expectations were perceived as being predominantly the responsibility of the home. Skills relating to job advancement and promotion were the sole responsibility of the work phase. Schools were to teach job skills. Schools and the workplace shared in the responsibility of teaching active work behaviors such as taking charge of oneself and getting ahead (Selz, 1980).

New trends and demographics demand that various forces unite in accepting responsibility for the transition of youth from school to work. The philosophy of the Reagan Administration and its goal of lowering inflation and revitalizing the economy will also emphasize a greater pluralistic approach to the problem (Worthington, 1981).

Business is interested in partnerships with education for several reasons. First, profitability is directly linked to the health of the surrounding community, and is not likely to occur where consumers are poor, ignorant, or oppressed. Second, businesses have a vested interest in education. In New York City, 40 percent of the business community contributes 40 percent of the city's education budget. Improved education decreases business costs for training. Third, business can provide much expertise not readily available to education (Purcell, 1981).

The next section will examine environments for fostering new roles and relationships, benefits in such relationships, various models of relationships, and hurdles to such relationships.

Environment

In order for mutually beneficial partnerships to be developed several factors must be considered: (1) local political realities, (2) past collaborative attempts, (3) interest groups, and (4) community leaders (Barton, 1980).

Other factors necessary for strong business and education partnerships include a sense of mutual trust and respect, a commitment from top level management, and a good working relationship between business and school leadership and the community. It is also essential that programs have legitimacy developed in stated policy. (Purcell, 1981).

Also suggested for a positive working relationship between schools and businesses is the understanding of the differences between the two institutions. "Businesses emphasize training both in task skills and interpersonal relations. These two areas converge in most settings because a group or team effort is necessary to get the job done. Work institutions teach skills and develop teams because the survival of the organization depends on it. The survival of schools, however, is rarely so dependent for survival on the performance of teachers and learners" (Gold, 1981, p. 2).

Benefits

The positive effects of a harmonious working relationship between business and industry and schools have been identified in several studies and programs. The Staples, Minnesota, case illustrates not only the positive effects of the business school partnership, but also the positive experiences of business and industry in rural America (Lund, 1980).

Benefits to students include a higher quality level of education. Schools receive expertise, support, and respect. The business community benefits from positive effects on employee morale and from being able to participate in decision making in education. Communities also benefit in having a better prepared work force and a healthy educational environment (Purcell, 1981).

States one researcher, "If the workplace and education interact and actively collaborate, a variant of the old Gestalt psychology principle will be obtained: their total productivity will be greater than the sum of their separate productivities, had they worked independently or in opposition" (Wilson, 1980).

The benefits of cooperative education and business and education partnerships include programs which help keep youth in school. Studies indicate that work-study arrangements, while providing little credit for job experience, assist students to remain in school due to the wages those students receive. Cooperative education experiences are suggested as one means for coping with the rebellious nature of students against compulsory school attendance (Shen, 1978).

Models

Several models exist which serve to foster positive relationships between school and the business world. One of the most recognized vehicles for implementing the new roles and relationships is the establishment of advisory committees of education and business personnel. The use of such a committee at the Milwaukee Area Technical Institute has aided that school's growth by helping it to become sensitive to technological changes and the needs of industry (Ramsey, 1977).

The task of advisory committees is fourfold; (1) to examine and determine the needs of business and industry, (2) to assist educational planners in curriculum and program development, (3) to examine and determine the needs of schools, and (4) to create communication networks (newsletters, press releases) to uplift the work of the advisory committee. Such committees have assisted in presenting school career days and job fairs, in developing student internships and work-study programs, and in programming inservice training for teachers, counselors, and administrators (Business-School Partnership, 1980; Gold, 1981; Purcell, 1981; Work-Education Councils, 1978; Wilson, 1980).

The communication link established by collaborative councils are key by-products of such relationships. Through communication, community leaders are learning how to cope with the real problems of youth, adults, and the institutions in which they learn and work (Gold, 1981).

Other ideas for partnership models include the involvement of technical people and equipment in the education process. In several areas, industry has initiated technology counseling for teachers in certain subjects, particularly in science and mathematics. Employee sabbaticals for a semester in the public schools has been implemented in several locations.

"Adopt-a-School" programs have been successful in Boston, Baltimore, Cincinnati, Dallas, Dade County, Florida, Denver, Milwaukee, Minneapolis, and Pittsburgh. The National School Public Relations Association has background information to organizations interested in the adopt-a-school plan (Business-School Partnerships, 1980).

Hurdles

Several hurdles stand in the way of effective partnerships between schools and business. A philosophical hurdle centers around the controversy over the benefits of liberal arts training versus training for the job market (Litz, 1980).

It is important to note that the education sector has been slow to develop and support programs which provide the flexibility desired for effective working relationships with businesses. Coordination, time, restraints of faculty members, and dollar limitations inhibit educational institutions from being willing to participate fully in such relationships (Brooks, 1980).

Section Conclusion

From the concern of youth unemployment has emerged new linkages and relationships between the institutions of schools and businesses (Lewin-Epstein, 1981). As education faces the challenges of the 1980s, there is "a serious discussion of moving toward a more balanced mix of education, work and leisure throughout the life span . . . (Wegmann, 1979).

The benefits to be gained from a close collaboration between schools and businesses dictate that concrete and creative steps be taken to foster such positive relationships.

CONCLUSION

The problem of the transition of youth from school to work is a complex issue involving schools, businesses, government, labor, and the family. Because of the inter-relatedness of those institutions in the problem, the collaboration among them is critical. An effective resolution of the problem will come when institutions seek the assistance of one another; when institutions agree to lessen their defensive postures; and when institutions will strive not for power or control, but seek to offer help and assistance to one another.

A lack of basic skills, poor attitudes toward work, and little work experience combine to provide major obstacles for youth seeking employment. No one institution can be blamed for failure in its contributions to, or lack of, those factors.

Businesses desire employability skills over job skills. Vocational education's role has been to assist youth in staying in school to attain those skills, and to serve as one linkage between school and the world of work. More research is needed on various other effects of vocational education.

Because many high school students choose to seek some type of post-secondary education or training, schools may strive to narrow their goals by giving most students assistance in making the transition to future education. However, to do so would fail to recognize the needs of a larger number of youth who have no intention or need for further education. Those students also deserve a full complement of educational experiences while in high school.

Partnerships must be shaped between the institutions involved in the transition of youth from school to work. A major role of those relationships should be to make each other aware of the concerns that each share, and to challenge one another to face those concerns directly.

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